Universidad de Navarra

Final Degree Project (INP)

Teaching guide 2026-27

INTRODUCTION

Course description: The Final Degree Project (FDP) is an independent assignment that each student carries out under the guidance of a tutor, who encourages and guides the student in the learning process.

This project will enable students to provide a comprehensive demonstration of the content of the education they have received and of the skills acquired associated with the Degree qualification. It is a subject with a specific number of credits (6 ECTS), the activities of which essentially consist of the work of the student personally and in cooperation with others. The aim of this project is to encourage critical thought and reflection and the practical application of the knowledge acquired. The Final Year Project is a cross-cutting subject in which coursework is done in association with different subjects.

Prerequisites: Having successfully completed 162 ECTS credits and being enrolled in Practicum IV and V.

- **Degree**: Nursing
- **Module in the Degree Program**: Supervised Internships and Final Degree Project.
- **Number of credits**: 6 ECT
- **Year**: Fourth Year, annual.
- **Type of course**: Compulsory
- **Instructors**: Dra. Mónica Arias; Dra. María José Hernández (coordinador); Dr. Jesús Martín.
- **Language**: English
- **Lecture schedule**: Please refer to Calender: https://www.unav.edu/web/facultad-de-enfermeria/estudiantes/horarios

LEARNING OUTCOMES (Competencies)

COMPETENCES OF THE SUBJECT AND THE DEGREE IN NURSING (specific, general and basic)

The Final Year Project should help students attain the competences established for the Degree in Nursing. For this subject, the competences are classified as basic competences (CB), general competences of the qualification (CG) and specific competences (CE), and are as follows:

Basic Competences

CB1 Students must demonstrate that they possess and understand knowledge in an area of study based on a general secondary school education whose content often comes from advanced text books, but also includes cutting-edge knowledge in this field of study.

CB2 Students must know how to apply their knowledge to their work or vocation in a professional way and must have the competences that are usually demonstrated by means of preparing and defending arguments and solving problems within their area of study.

CB3 Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific and ethical topics.

CB4 Students must be able to transmit information, ideas, problems and solutions to specialized and general audiences.

CB5 Students must develop the learning skills required to undertake subsequent studies with a high level of independence.

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General Competences

CG01 In the context of nursing, students must be able to provide technical and professional healthcare that fits the health needs of the people they care for, in accordance with their stage in the process of acquisition of academic knowledge and the quality and safety levels established in applicable legal and ethical standards.

CG02 Students must be able to plan and provide nursing care aimed at patients, families and groups and at achieving results in healthcare, and evaluate their impact using clinical-practice and patient-care guidelines, which describe the processes used to diagnose, treat and care for a health problem.

CG03 Students must be familiar with and apply the theoretical and methodological fundamentals and principles of nursing.

CG04 Students must be able to understand people's interactive behavior based on their gender, group or community, within their social and multicultural context.

CG05 Students must be able to design care systems aimed at patients, families and groups, evaluate their impact and make the appropriate modifications.

CG06 Students must base their nursing interventions on scientific evidence and on the means available to them.

CG07 Students must approach people without prejudice and without considering their physical, psychological or social appearance. They must treat them as independent individuals, respect their opinions, beliefs and values, and guarantee their right to privacy, confidentiality and professional secrecy.

CG08 Students must promote and respect the right of those under their care to participation, information, independence and informed consent when making decisions, in accordance with the way in which they experience their health-disease process.

CG09 Students must encourage healthy lifestyles and self-care, and support preventive and therapeutic behavior.

CG10 Students must protect the health and well-being of the patients, families and groups they attend to and ensure their safety.

CG11 Students must be able to establish effective communication with patients, families, social groups and co-workers, and encourage education in health.

CG12 Students must be familiar with the code of professional ethics of Spanish nursing and must understand the ethical implications of healthcare in a global context of transformation.

CG13 Students must be able to understand the principles of healthcare and social services funding and make proper use of the available resources.

CG14 Students must establish assessment mechanisms that take into account scientific, technical and quality aspects.

CG15 Students must be able to work with a team of professionals as the basic unidisciplinary, multidisciplinary and interdisciplinary unit around which healthcare professionals and other personnel are structured in patient-care organizations.

CG16 Students must be able to understand healthcare information systems.

CG17 Students must provide nursing care based on comprehensive healthcare, which involves multi-professional cooperation, process integration and the continuity of care.

CG18 Students must be familiar with strategies for adopting measures to ensure comfort and care for symptoms aimed at patients and families when applying palliative care to help alleviate the situation of patients in and advanced stage of disease and terminal patients.

Específic Competences

CE46 Final Year Project: Cross-cutting subject in which coursework is done in association with different subjects.

PROGRAM

Theoretical and practical program:

1. Presentation of the subject
2. Scientific research process
    1. Formulation of the research question
    2. Search strategy
    3. Critical reading, data extraction, synthesis and presentation of scientific evidence
    4. Preparation of discussion and conclusion sections
3. The oral defense in the Final Degree Project

EDUCATIONAL ACTIVITIES

1.Classroom-based training activities

a. Theoretical classes (1.86 ECTS. 46.5hrs)

b. Oral evaluation: poster presentation (0.2 ECTS. 5hrs)

2.Off-site training activities

a. Project Preparation (2.54 ECTS. 63.5hrs)

b. Poster preparation (0.4 ECTS. 10hrs)

c. Personal study: preparation of seminars and review of theoretical contents (1 ECTS. 25hrs)

ASSESSMENT

Activity	Description	Percentage (%)
Follow-up Report: Tutor assigned to each group	Assessment of the student through continuous learning in the presentations of introduction, methodology, results, and discussion. Additionally, based on their participation and attendance in scheduled academic activities.	50%

Written work	Evaluation of the project presentation	30%
Oral presentation	Oral statement of defense	20%
Total		**100%**

Students with special educational needs must contact the Office of Academic Affairs at the Faculty of Nursing in advance to obtain the necessary authorisation for any required accommodations. This authorisation must then be submitted by the student to the course lecturer. It is recommended that this process be completed at the beginning of the semester.

1. To be eligible to submit written work, students must have attended at least 80% of all scheduled activities. Otherwise, students must attend the second call.
2. To submit a written assignment, students must meet two requirements: First, they must have passed the Follow-up Report with a grade equal to or greater than 5.0. Second, They must have a similarity score of less than 20-30% in the Turnitin program (https://biblioguias.unav.edu/citasyplagio/plagio). If these requirements are not met, the student must submit to an extraordinary session.
3. To submit a poster and give an oral presentation to a evaluation panel, the written work must have been graded with a score of 5.0 or higher; otherwise, students must attend the second call.
4. In the second call period, the Follow-up report from the regular assessment period is retained.

Evaluation in the ordinary call

Written assignment submission: 5 April 2027

Poster presentations: 6 and 7 May 2027

Students wishing to improve their final grade in the module — provided that they have already obtained a pass mark — must undertake the process corresponding to an extraordinary resit assessment. To this end, they should make the necessary arrangements with the module coordinator.

Evaluation in the extraordinary call

1. Students who fail the continuous assessment (either due to their grade or non-attendance) will retain this mark for the resit examination period and may obtain a maximum mark of 10 in the written assignment and oral defence.
2. Written assignment submission date: 30 May 2027
3. Oral defence date: 8 June 2027

Atención: Advertencia sobre fraude académico

Se recuerda que cualquier intento de fraude, copia, plagio u otro comportamiento irregular supone una infracción grave, tal y como está contemplado en el título IV "Normas de disciplina académica de los estudiantes" dentro del sistema de normas sobre la convivencia en la Universidad de Navarra.

La mala práxis del uso de la Inteligencia Artificial Generativa también será considerado motivo de suspención del TFG, en base a las recomendaciones realizadas por la Biblioteca de la Universidad de Navarra (Link de interés: https://biblioguias.unav.edu/inteligencia-artificial-generativa/aspectos-eticos)

OFFICE HOURS

Dra. María José Hernández (mhernandezl.1@unav.es)

- Office 092. Edificio Los Castaños. Floor -1
- Hours: 09:00 - 18:00 hrs (prior appointment)

FBIBLIOGRAPHY AND RESOURCES

Cortés Barré, M. (2010) Cómo escribir la introducción de un artículo científico. *Col Or Tra* 24 (2), 83-85. Enlace

Vera Carrasco, O. (2009) Cómo escribir artículos de revisión. *Rev.Méd. La Paz* 15, 1-6. Localízalo en la Biblioteca

Reference articles

Physical Activity and Alzheimer's Disease_Narrative Review.pdf

Burnout in United States Healthcare_Narrative Review.pdf

The Role of Social Network Technologies in Online Health_Narrative Review.pdf

Pregnancy after bariatric surgery_Narrative Review.pdf

Emotional intelligence and affective events in nurse education_Narrative eview.pdf

Obstetric Triage Scales_Narrative Review.pdf

Pediatric Massage Therapy Research_Narrative review.pdf

Infant sleep and its relation with cognition_Narrative review.pdf

Motherhood after breast cancer_Narrative review.pdf

Research link of interest

1. La pregunta de investigación y principales aspectos de la búsqueda de la literatura https://youtu.be/xPeJ2tk_Aq8

2. Tutorías oficiales de Pubmed http://www.nlm.nih.gov/bsd/disted/pubmed.html

3. Diferencia entre keyword/Mesh https://www.youtube.com/watch?v=aDR3VjwXvEo&feature=related

4. Uso de AND y OR http://www.youtube.com/watch?v=KRImmx52I2o&feature=related

5. Describe búsquedas de keyword y Mesh y el registro en PubMed de las búsquedas http://www.youtube.com/watch?v=aoPs-bsMB7g&NR=1

6. Uso de PubMed http://www.youtube.com/watch?v=0IT7wYqEH8M&feature=related

http://www.youtube.com/watch?v=xcot1tOKqvU&NR=16. My NCBI

7.Citas y Plagio: https://biblioguias.unav.edu/citasyplagio/plagio.

8.3.Frecuently Asked Questions about FDP: https://biblioguias.unav.edu/enfermeria/trabajosacademicos